November 20, 2015

Dr. Gregory Fitch, Executive Director
Alabama Commission on Higher Education
P. O. Box 302000
Montgomery, Al 36104-3758

Dear Dr. Fitch:

Jacksonville State University (JSU is pleased to submit a proposal for a new academic program, a Master of Science (MS) in Instructional Technology, CIP code 130501. The program will be in the College of Education and Professional Studies, Department of Educational Resources.

Please let me know if you have questions.

Kind regards,

Rebecca O. Turner, D.S.W.
Provost and Vice President for Academic Affairs

Cc: Dr. John M. Beehler, President, Jacksonville State University (JSU)
        Dr. Bill Person, Chair, Alabama Council of Graduate Deans
        Dr. Joe Delap, Vice Provost and Dean, Graduate Studies (JSU)
        Dr. John Hammett, Dean, College of Education and Professional Studies
        Ms. Margaret Pearson, Academic Program Review Analyst, ACHE

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Alabama Commission on Higher Education

PROPOSAL FOR A NEW DEGREE PROGRAM – NEW APPLICATION TOOL

Please check one: ☐ Baccalaureate Program   ☒ Graduate Program

A. General Information

1. Institution: Jacksonville State University

2. Institutional Contact Person:
   Title: Dr. John Hammett, Dean, College of Education and
                  Professional Studies
   Telephone: 256-782-8212
   E-mail: jhammett@jsu.edu

3. Program Identification--
   Field of Study/ Program Title: Instructional Technology
   Degree: Master of Science in Instructional Technology
   CIP Code: 130501

4. Date of Proposal Submission: October 6, 2015

5. Proposed Program Implementation Date: Summer (May), 2016

6. Program Administration:
   Name of College/School: College of Education and Professional Studies
   Name of Dean: John Hammett
   Name of Department: Educational Resources
   Name of Chair: Tommy Turner

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Note: Please expand all response fields as necessary.

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JSU GRADUATE STUDIES

B. Program Purpose and Description

1. In no more than one paragraph describe the purpose of the proposed program. Please also include a brief statement regarding how the program's purpose is related to the University's mission and goals.

The master's level Instructional Technology degree program will equip individuals with the knowledge and skills necessary to guide educational practitioners in the use of emerging technologies to improve teaching and learning. Program participants will develop knowledge and skills in foundations of instructional design, software applications, e-learning modules and course development, and assessment and evaluation techniques. The program's purpose directly relates to four of Jacksonville State University's seven stated goals also described in the Conceptual Framework of the College of Education and Professional Studies. These include: 1) Educate students to be productive, responsible citizens and effective leaders. 2) Advance student learning through academic excellence. 3) Create a diverse learning community that facilitates academic and professional excellence. 4) Effectively use technology to support learning, research, information management and evidence based decision-making.

2. Please provide a description of the specific kinds of employment opportunities, post-graduate professional degree programs, and other graduate programs that will be available to the graduates.

According to a survey sent to 60 principals and superintendents in JSU's Local Education Area (LEA), graduates of an instructional technology degree program can continue to work in the K-12 classroom, can serve as school- or district-level technology coaches and facilitators, and can serve as district- or state-level Instructional Technology leaders. The survey had a 33% response rate.

Specific responses to the question, "What sort of job opportunities exist in your school/system for individuals who might pursue Instructional Technology degrees?" include the following:

- "It is my understanding that our system is considering placing a technology coordinator at each school, or at least at feeder pattern schools."
- "We now have two full time Instructional Technology Specialist positions in our system. We also have a Technology Coordinator, and iPad Supervisor, a Webmaster and Technology Technician, and a Technology Management Aide."
- "At this time, I am not aware of any opportunities for individuals in this field, but I do believe if we raise the level of knowledge and application of instructional technology, it would necessitate the formation of positions or opportunities."
- "Our county wide technology department has several areas of specialty."
- "We use our Media Specialist and Instructional Partner that assist with Technology."
- "Coordinator of Technology"
- "High school"
- "Lead technology teachers at building level. PD specialists who can provide instructional coaching in technology."
- "Technology integration specialists"

- "We now have two full time Instructional Technology Specialist positions in our system. We also have a Technology Coordinator, and iPad Supervisor, a Webmaster and Technology Technician, and a Technology Management Aide."
- "Building Level Technology Coordinator, usually combined with a teaching position. System Level Technology Coordinator."
- "Instructional Specialist. We wish we had the funds for several Technology Instructional Specialists."
- "I'm not sure currently, but I feel as though ALL of our current media specialists should be transformed into instructional technology specialists -- statewide!"
- "Technology Resource Teachers"
- "Technology coach"

Students who wish to earn their Ed. S. or a terminal degree in Instructional Technology will have several opportunities for advanced study available after completion of the program. Students who wish to continue their education in Instructional Technology can pursue Educational Specialist degrees at the University of Montevallo or the University of Alabama, and can pursue a doctorate degree at the University of Alabama, plus a number of other specialist and doctorate degrees in other states.

3. Succinctly list at least four (4) but no more than seven (7) of the most prominent **student learning outcomes** of the program. These outcomes should lend themselves to subsequent review and assessment of program accomplishments.

1) The student will apply best practices in pedagogy when implementing technology into instruction, incorporating research-based models such as the TPACK (Technological Pedagogical Content Knowledge) framework.

2) The student will incorporate generally accepted principles of instructional design when creating and implementing technology principles into instruction.

3) The student will learn and implement modern educational technology tools, software, and hardware into professional practice.

4) The student will model collaboration across disciplines to incorporate technology into multiple subjects, areas, and grade levels.

5) The student will apply research-based strategies into the implementation of technology principles, while keeping abreast of trends and issues in the field at large.

6) The student will honor diversity, special needs, learning styles, and other extenuating factors when implementing technology into instruction.

C. Need for the Program
1. *State need.* Briefly describe why the program is specifically needed for the State of Alabama. (State need is considered a priority in the review process.)

Parenthetically, the need for such a program is found in the Alabama State Department of Education's (ALSDE) educational technology plan, referred to as *Transform 2020*. Specifically, as stated in Goal #2 - Educator Learning, "Teachers/Faculty members and leaders (PK-21) will be prepared to use and help students to use digital resources and technology tools in order to provide quality, engaging learning experiences that best prepare PK-12 students with the knowledge, skills, and dispositions necessary to be successful in school (PK-21), careers, and adulthood."[1] Based on this ALSDE initiative, the need for more individuals with a degree in educational technology is seemingly unambiguous.

JSU recently surveyed administrators in our service area and the results indicate a distinct need in local school systems for professionals trained in Instructional Technology. Several administrators responded that their system is currently considering placing a technology coordinator at each school as well as adding technology integration specialists in their central office. They also mentioned that their schools were in need of technology resource teachers. Ninety-five percent of the respondents indicated that their teachers and staff would benefit from further study in Instructional Technology and 100% stated that they would recommend a program of this nature at JSU to their employees. Also, 100% of the administrators who responded to the survey indicated that having a program of this nature available to their faculty and staff would help fulfill Goal 2 of Alabama's "Transform 2020" plan which states "Teachers/faculty members and leaders (PK-12) will be prepared to use and help students use digital resources and technology tools in order to provide quality, engaging learning experiences that best prepare PK-12 students with knowledge, skills, and dispositions necessary to be successful in school (PK-12), careers, and adulthood".

When examining Computer and Information Technology Occupations via the Bureau of Labor Statistics, the projected growth rate for these jobs ranges from 8% to 37% by the year 2022[2]. Similarly, Instructional Coordinators, defined as those individuals who "develop instructional material, coordinate its implementation with teachers and principals, and assess its effectiveness[3]" are projected to increase 13% by 2022.

When submitting the initial NISP, other Alabama institutions had the opportunity to comment on the proposed program. JSU very much appreciated the candid responses and is working to implement their feedback and suggestions into this program proposal. Three of four university respondents indicated that there would be no program duplication should the new masters in Instructional Technology be offered at JSU. The fourth institution stated, that while the masters program was "likely duplicative," there was "room for healthy competition in the state" in instructional technology, and stated that our NISP justified the need for duplication.

References:
1. Alabama State Department of Education. (2015). *Plan 2020*. Retrieved from https://www2.ed.gov/policy/eseaflex/approved-requests/alapprovalattach.pdf
2. Occupational Outlook Handbook. (2012). *Computer and information technology occupations*. Retrieved from http://www.bls.gov/ooh/computer-and-information-technology/home.htm
3. Occupational Outlook Handbook. (2012). *Instructional coordinators*. Retrieved from http://www.bls.gov/ooh/education-training-and-library/instructional-coordinators.htm

2. *Employment Opportunities.* Based on your research on the employment market for graduates of this program, please complete the following table reporting the total projected job openings (including both growth and replacement

demands) in your local area, the state, the SREB region, and the nation. These job openings should represent positions that require graduation from a program such as the one proposed.

The Bureau of Labor Statistics does not provide salary information for instructional technology specialists specifically, since this is a relatively new field in education. A similar field is instructional coordinator and labor projections for this field are available. Instructional coordinators earn a median salary of $60,050 per year, and the projected job growth rate is 13% through 2022.[2] A combination of education, certification and experience has the greatest impact on earning potential. Instructional Technology job openings are found in both public and private educational services and also with the government.

Specific data on the availability of employment for graduates of this program is difficult to predict at this time in Alabama. School systems in the state are struggling to effectively incorporate instructional technology into their curriculums and are hiring instructional technology specialists in support roles at schools and at their central offices, but this is currently an uncertified position in the state of Alabama. Other nearby states, such as North Carolina and Georgia, have begun certifying positions in Instructional Technology. In Georgia, for example, in May 2012, there were 3,860 Instructional Coordinators in the state, and in May 2014, there were 4,580, an 18.65% increase. In Alabama in May 2012, there were 1,000 Instructional Coordinators in the state, and in May 2014, there were 1,190, a 19% increase. (Employment statistics gathered from http://www.bls.gov/oes/current/oes_nat.htm).

Career and College Readiness/Preparation -- Projected Job Openings

	Year 1	Year 2	Year 3	Year 4	Year 5	Total	Total Change
Local	495	510	525	541	557	2,628	62
State	1,226	1,263	1,301	1,340	1,380	6,510	154
SREB	52,555	53,238	53,930	54,631	55,342	269,696	2,787
Nation	153,535	155,531	157,553	159,601	161,676	787,896	8,141

Please briefly describe your methodology for determining employment opportunities – projected job openings. Be sure to cite any data sources used in formulating these projections. The actual survey instrument, detailed results, and associated data file(s) must be maintained internally by the institution for five years from the implementation date. The survey upon which the proposal is based must be available for ACHE Staff examination upon request for that five year timeframe. The survey instrument, detailed results, or associated data file(s) should not be included in the proposal.)

Utilizing the Bureau of Labor Statistic's Occupational Outlook Handbook, the OOH predicts that Instructional Coordinator positions will increase by 13% from 2012 to 2022. The number of

nationwide jobs in 2012 was 147,700, so the numbers in the Nation row above were extrapolated using 13% /10 years, or 1.3% increase per year.

There are 15 states in the SREB organization. These 15 states comprise 34.23% of the nation's population (source: US Census). To arrive at the SREB job projections, we multiplied the population percent times the projected number of national jobs. Similarly, Alabama constitutes 1.52% of the nation's population, so its row was calculated correspondingly. After consulting the Bureau of Labor Statistics, however, and finding that the number of Instructional Coordinators employed in 2014 was actually higher than would be expected, given a simple extrapolation based on percentage, the Alabama and Local rows were calculated based on those numbers. For example, in 2014, Alabama employed 1,190 Instructional Coordinators; the predicted number, based on population, would have been 789. Similarly, for the local area, the predicted number would have been 322, but based on the actual Alabama numbers, this number was entered as 495. This is encouraging because employment statistics suggest that Alabama's demand for Instructional Coordinators is actually higher than its population alone would suggest.

Alabama's Local Educational Area (LEA) is comprised of the counties in the surrounding areas near Jacksonville. JSU is located in Calhoun County. Other counties include Randolph, Clay, Talladega, Shelby, Jefferson, Saint Clair, Cleburne, Cherokee, Etowah, Blount, Marshall, DeKalb, Madison, and Jackson. These counties constitute 40.35% of Alabama's population (source: US Census), so this number was multiplied by the state actual numbers to arrive at the local employment projections.

State and local projections could increase dramatically should the Alabama Department of Education create a certification field in Instructional Technology.

4. _Student Demand - Enrollment projection._ Please briefly describe your methodology for determining enrollment projections. If a survey of student interest was conducted, _please briefly describe the survey instrument, number and percentage of respondents, and summary of results._ (The survey instrument, and associated data file(s) need not be included in the proposal. This proposal information should be maintained for ACHE Staff review for five years from the actual implementation date.)

We surveyed all juniors and seniors currently enrolled at JSU in any degree field as to their interested in an online masters degree in instructional technology. We also surveyed JSU alumni that had graduated in the past 5 years with a degree in education. Thirty-eight of 282 alumni answered the survey (13%), and 379 of 3,360 (11%) juniors and seniors responded. Of alumni, 74.51% indicated they would be interested in returning to JSU for the degree; 59.63% of undergraduates indicated similar interest. Most alumni who stated "no interest" either already had completed or were currently pursuing a masters degree; most undergraduates with "no interest" were not interested in the field of instructional technology or stated they preferred in-person classes.

Following are selected survey comments that support Student Demand for the program.

Alumni
- "As it is 100% online that makes me think that I would be able to remain living in Woodstock, GA and earn my Masters...that would be awesome!!!"

- "Anything that allows me to complete a class 100% online while being able to teach my students is a great investment of my time & money should I return for my masters. This would greatly impact my choice of where I would attend grad school; especially with JSU not being within reasonable driving distance from my home/workplace. I would be very interested in the degree program. Please offer it!"
- "This would be great for me since I'm a working mom who lives an hour away!"
- "Continuing my education at JSU I would be limited to mostly online work due to my career. The more online Masters programs that become available I feel as if it would greatly impact my decision to peruse a masters at JSU."
- "This is a wonderful idea! A fully online program would be great since I live in another state."
- "This is a great idea."

Current Juniors/Seniors
- "This degree will help propel JSU students into the 21st century and many students would be interested in pursuing this degree."
- "I would be very interested in this program after completing my BS in Emergency Management. I'm glad to see the university considering this."
- "I would return to JSU to obtain my master's degree if the program was offered online."
- "I would have to look into the program more, but I think it would be a wonderful opportunity to pursue this degree since technology is constantly changing and being integrated into today's schools."
- "I would love to have the opportunity to return to JSU on a online basis. I have always loved online classes. As I get a job and my own classroom that would meet my need of not having to drive to Jacksonville but having the option to further my education during the time I have at home."
- "The availability of a service such as that would be a very good resource for furthering my education because I am also in the workforce. I would be able to continue my studies after work."
- "I would be interested in pursuing such a degree because the future of education is heading toward a more technology-based curriculum. Being able to use technology in order to teach would be a valuable asset for someone who plans to teach in the future."
- "By working full time this would be a wonderful thing for me to be able to do."
- "I love that it will be all online. It will be perfect for us when we are teaching during the year. I wish for more master's degree classes to be offered like this one."
- "Seems like a very convenient way for new teachers to earn their master's in a very useful field after they start teaching."
- "I would have interest in exploring this further. Completing a Master's completely online is of great interest to me, as that is my only option (online) for furthering my academics. The limitation of having to physically attending classes to obtain a Master's has been a great concern for me."
- "I enjoy learning as much as I possibly can about the Technology Major and I was thinking of ways where I could continue my education at other schools. However, I do not want to transfer to another school. If the masters are offered here at JSU in Technology, I will take it to serious consideration."
- "I think that having this degree could further JSU in an area that is new and exciting. It is essential in today's teaching world to know how to do technology in the classroom. This class would benefit the student tremendously and would be worth the effort to learn."
- "We need instructors willing to include and make use of available technology. I assume this type of program would be about teaching technology to students, which is

unavailable in many rural schools. Technology programs in elementary and high schools are essential to develop our students for the future."

- "Technology is always changing. I would love to learn how to keep up with all the changes and how to teach it to someone else."
- "I believe that integrating technology in our classrooms will soon be a necessity in every school system. If JSU offered this degree online, I know it would make it easier for students in all stages of life to participate."
- "I believe a master's degree in Instructional Technology would be an excellent addition to the master's program. I would be very interested in pursuing this program."
- "I think an online program would be great. Several students will be moving away from this area to teach once they graduate and having an online program would make it possible for alumni students to stay in the area they move to, yet still attain a masters from JSU. I myself plan on moving frequently once I graduate and having an online graduate program would make things so much easier!"

In addition to administering this survey, two JSU professors manned a booth at a state-level educational technology conference in Atlanta in Fall 2014. The booth was to advertise the school's masters and specialist degrees in Library Media. Although the professors did not keep count, they estimate that between 80 and 100 people who stopped by their booth inquired whether there was an Instructional Technology program at JSU.

D. Specific Rationale (Strengths) for Program
What is the specific rationale (strengths) for recommending approval of this proposal? List no fewer than three (3) and no more than five (5) potential program strengths.

1. JSU's student body draws heavily upon its surrounding areas; 63.5% of our students come from the immediate LEA (source: JSU Fact Book[1]). We have a high return rate for graduate degrees, as over 40% of JSU's graduate education students attended the college as undergraduates (source: Report generated for the authors, JSU's Computer Systems Department). Even in degree programs that are 100% online, and thus would indicate a potential worldwide market, students in the surrounding area have familiarity with, affinity for, and ties to the university, which is a large employer in Calhoun County. Over 80% of JSU's distance education students live in Alabama (source: JSU Fact Book). Since many JSU students are first-generation college attendees, it is an accomplishment for them to attend college in the first place. Having navigated JSU once as undergrads provides the comfort level with higher education that may cement the decision to return as a graduate student. Although two other universities in Alabama currently offer similar masters degrees, our students may not pursue opportunities with those institutions because they are unknown entities.

2. The instructional technology program will support and be supported by the Library Media MSE and EdS programs and the Teacher Leader EdS program. Each of these programs (Library Media and Teacher Leader) serves to support teaching and learning within the P-12 environment; therefore, certain courses that are specific to each program area can be used as support courses within the curriculum of the others.

3. The percentage of online programs and the number of students taking online classes at JSU continues to grow and is a part of JSU's strategic plan. (See Strategic Objective #2: Expand Quality Online Programs and Services. [2]) In 2014, 3,688 of 8,659 students, or 42.59%, participated in online learning (source: JSU Fact Book), as compared to 1,610 students in 2004, a 229% increase. Creating a fully online Masters of Instructional Technology degree aligns with JSU's strategic plan and answers the demand of the students for classes in that delivery format.

4. Several states, including Alabama, Florida, and Michigan, now require high school students to take at least one online class before graduation. [3] Teachers must be trained to teach, support, and design materials for students in these classes. An online masters in Instructional Technology at JSU would expose graduate students to the online class format and also specifically train them to deliver those classes on their own.

1. Jacksonville State University, Division of Research, Planning, and Collaboration. (2014). *JSU Fact Book.* Retrieved from http://www.jsu.edu/oira/factbook/JSUFactbook14-15.pdf
2. Jacksonville State University, Board of Trustees. (2011). Jacksonville State University strategic plan, 2011-2016. Retrieved from http://www.jsu.edu/president/pdf/Strategic_Plan_2011-2016.pdf
3. Sheehy, K. (2012, October 24). States, districts require online ed for high school graduation. *U.S. News and World Report.* Retrieved from http://www.usnews.com/education/blogs/high-school-notes/2012/10/24/states-districts-require-online-ed-for-high-school-graduation

Please note that letters of support may be included with the proposal.

E. Similar Programs
Using the ACHE Academic Program inventory found at
http://www.ache.state.al.us/Content/Departments/Instruction/StudentInfo.aspx
List below all programs at the same degree level (by institution) that utilize the
same 6-digit CIP code as the one being requested in the program proposal.

Also, list any programs at other CIP codes that may be offering similar
instruction.

If there are no similar programs place a "0/none" by 1. in the listing directly
below.

Note: Institutions should consult with ACHE Staff during the NISP phase of proposal
development to determine what existing programs are considered duplicative of the
proposed program.

The following institutions offer similar programs at this level:

1. Auburn University at Montgomery – Master of Education in Instructional Technology

2. University of Alabama – Master of Arts in Computers and Applied Technology

Please add numeration and list additional similar programs, if applicable.

If the program duplicates, closely resembles, or is similar to another program
already offered in the State, provide justification for that duplication.
Also, if a graduate program, please identify and list any similar programs at
institutions in other SREB states.

While other Alabama institutions include some of the components of the JSU program in their
Instructional Technology masters programs, JSU proposes separate, specialized classes in
Diversity and Online Course Design as part of its curriculum. Given the geographical locations of
The University of Alabama and Auburn University at Montgomery, the JSU program will serve a
population distinct from the populations served by the other universities.

Numerous surrounding states currently have programs in Instructional Technology that are
similar to the one being proposed at JSU. Georgia has seven (7) institutions that offer masters
degrees, five (5) that offer specialist degrees, and one (1) that offers a doctoral degree in
Instructional Technology. North Carolina has nine (9) institutions offering masters degrees, one
(1) offering a specialist degree, and one (1) offering a doctoral degree. (Both Georgia and North
Carolina offer state-level certification in Instructional Technology. [1,2]) Mississippi has one (1)
institution offering a masters and a doctoral degree in Instructional Technology. Alabama
currently has two (2) institutions with masters degrees, one (1) with a specialist degree, and one
(1) with a doctoral program. Based on the availability of these programs, there is room for more
programs in Instructional Technology in the state.

1. Georgia Professional Standards Commission. (2014). *GaPSC – Service fields*. Retrieved from
http://www.gapsc.com/Certification/CertFieldsAndEndorsements/service.aspx

2. Public Schools of North Carolina. (2014). *2014-2015 approved Institutions of Higher Education (IHE) licensure area programs*. Retrieved from http://www.ncpublicschools.org/docs/ihe/approved/grid.pdf

F. Collaboration With Other Institutions/Agencies

Does the institution plan on collaborating with other institutions in the delivery of this program?

☐ Yes   No ☒ x

If yes, please indicate below which institutions and describe the basis of this collaboration.

If no, please indicate your reasons why.

While there are no current plans for collaboration, JSU is open to future collaboration with other institutions.

G. Curriculum

1. Program Completion Requirements: (Enter a credit hour value for all applicable components, write N/A if not applicable)

Credit hours required in major courses	18
Credit hours required in minor	NA
Credit hours in institutional general education or core curriculum	6
Credit hours required in support courses	NA
Credit hours in required or free electives	6
Credit hours for thesis or dissertation	NA
Total credit hours required for completion	30

2. Will this program be related to other programs at your institution?

Yes.

If so, which ones and how?

The program will support and be supported by the existing Library Media and Teacher Leader programs. For example, some proposed classes would be taken by both Library and Instructional Technology students. Teacher Leaders most likely have an interest in being instructional technology leaders and might pursue the classes as electives.

3. Please identify any existing program, option, concentration or track that this program will replace at your institution.

N/A

4. Is it likely that this program will reduce enrollments in other graduate programs at your institution? If so, please explain.

It is possible that some students who might have enrolled in a Master of Library Media may instead enroll in a Master of Instructional Technology.

5. If this is a graduate program, please list any existing undergraduate programs at the institution, which are directly or indirectly related to the proposed graduate program. If this is a doctoral proposal, also list related master's programs at your institution.

A masters in Instructional Technology can be pursued by any teacher (or administrator) in any field. By extension, all undergraduate degrees in education at Jacksonville State University can serve as potential feeder programs for the proposed masters degree. On a broader scale, any student who has received a bachelor's degree in any field could apply for admission into the program. Students with degrees in Instructional Technology do not necessarily have to work in K-12 education; such a degree could also benefit corporate trainers, instructional designers, educational content providers (such as Pearson), educational testing companies, etc.

6. Please complete the table below indicating the proposed program's courses. Include the course number, and number of credits. (If feasible/useful, please group courses by sub-headings within the table.)

Course Number and Title	Number of Credit Hours	* If New Course
Foundational Classes EFD 500: Research in Education (3) EFD 552: Diversity Issues in Education (3)	6	
Instructional Technology Classes EIM 503: Technology-Enhanced Teaching and Learning (3) EIM 504: Learning Through Interactive Technologies (3) EIM 505: Digital Literacy in the Classroom (3) EIM 517: Designing Virtual Learning Spaces (3)* EIM 555: Instructional Design (3)* EIM 551: Technology in School Environments (3)*	18	*See asterisks beside EIM 517, 555, and 551.
Electives (Select 2 via advisement) EFD 502: Curriculum Development (3) EFD 560: Psychological Principles of Learning (3) ESE 505: Educational Methods, Assessments, and Technology in Secondary Schools (3) EED 509: 21st Century Teaching and Learning (3) EED 532: Issues and Trends in Elementary Education (3) SPE 500: Survey Course in Special Education (3)+ SPE 509: Data Analysis, K-12 (3)	6	

SPE 520: Technology for Special Education (3)		

+ Students who have not previously taken a course in special education will be required to choose SPE 500 as one of their electives.

7. Enumerate and briefly describe any additional requirements such as preliminary qualifying examination, comprehensive examination, thesis, dissertation, practicum or internship, some of which may carry credit hours included in the list above.

The formula for unconditional acceptance is as follows: 450 times the undergraduate GPA plus the total score of verbal and quantitative sections of the General Test of the GRE is equal to or greater than a total of 2100 points, OR 15 times the undergraduate GPA plus the MAT score is equal to or greater than a total of 80 points.

The formula for conditional acceptance is as follows: Any applicant failing to meet the requirements for unconditional admission must meet one of the following conditional formula requirement: 450 times the undergraduate GPA plus the total score of verbal and quantitative sections of the General Test of the GRE is equal to or greater than a total of 1600 points (currently reviewed and recommended by the graduate faculty in the applicant's major and approved by the Dean of the College of Graduate Studies).

The masters program will have a comprehensive exam, in the form of a portfolio, oral presentation, and written exam at the end of the program of study.

8. Does the program include any options/concentration. If so, please describe the purpose and rationale and list the courses in the option.

No

H. Program Review and Assessment

In the final analysis, the institution and its governing board are accountable for the quality, utility and productivity of this and all other programs of instruction.

With this in mind, please describe the procedures that will be used in assessing the program's outcomes.

Be sure to include:
1. An assessment process for the student learning outcomes;

There are key assessment points in every graduate program, beginning with the admissions process. In Instructional Technology, we will choose specific artifacts per class that support the proposed student outcomes. These may include projects, tests, products, papers, and other authentic assessments. At the end of the degree, a comprehensive exam will be required, in the form of a portfolio, presentation, and written exam.

2. A follow-up plan to determine accomplishments of graduates such as obtaining relevant employment or being admitted to a masters or doctoral program (graduate or professional).

We will acquire permanent addresses and emails from students during their last semester of enrollment. We will send a survey (see below) to the graduates on an annual basis to acquire information regarding employment and/or continuing education. We will use this data to inform future program modifications.

Potential survey questions:

1. Are you currently utilizing your master's degree in Instructional Technology in your job? Please explain your answer.
2. Has your master's degree in Instructional Technology enabled you to change jobs, achieve promotion, or advance in your career? Please explain your answer.
3. What do you feel were the best components of your degree program in Instructional Technology at JSU? Why?
4. What components of your degree program in Instructional Technology did you feel needed improvement at JSU? Why?
5. Do you plan on pursuing further or continuing education in Instructional Technology (such as a specialist or doctoral degree or advanced/specific content skills or certification)? Please elaborate.
6. Please provide any other information that you think would be helpful as the Instructional Technology faculty seek to improve the program and implement future program modifications.

I. Accreditation

If there is a recognized (USDE or CHEA) or other specialized accreditation agency for this program, please identify the agency and explain why you do or not plan to seek accreditation. If there is no accrediting or similar body for this degree program state as such in your response.

There is no accrediting body for Instructional Technology programs. The International Society for Technology in Education (ISTE) impacts the Council for the Accreditation of Educator

Preparation (CAEP) standards indirectly, but they are not separately applied to individual technology majors within CAEP-approved programs.

J. Instructional Delivery Method

1. Describe which instructional delivery methods will be utilized in delivering this program.

This program will be delivered via distance education technologies, including LiveText and Blackboard.

2. If distance technology is being utilized, indicate an approximate percent of the total program's courses offered that will be provided by distance education__100_____ %

3. If distance education is not being utilized, please explain why not.

N/A

K. Resource Requirements

1. *Faculty.* Do not attach the curriculum vitae of each existing or additional faculty members to this proposal. (The institution must maintain and have current and additional primary and support faculty curriculum vitae available upon ACHE request for as long as the program is active.) *Please do provide a brief summary of Faculty and their qualifications specific to the program proposal.*

a) Please provide faculty counts for the proposed program:

Status	Faculty Type	
	Primary	Support
Current- Full Time	2	0
Current-Part Time	0	0
Additional-Full Time (to be hired)	1	0
Additional-Part Time (to be hired)	0	0

Current Instructional Technology faculty include Drs. Jimmy Barnes and Kelly Paynter. Dr. Barnes has degrees in Instructional Technology, Secondary Education, and Mathematics. He has worked in higher education for 24 years and was the program chair of Instructional Technology at Georgia Highlands College. Currently he is program chair of Instructional Media at JSU. Prior to working in higher education he was a math and science teacher at the high school level.

Dr. Paynter has degrees in Business, Business and Technology Education, Library Media Technology, and Curriculum and Instruction. She has worked in higher education for four years and has over a decade of K-12 experience as a high school Business and Technology teacher and a library media specialist.

Both professors have extensive experience teaching and developing online classes, and both have taken multiple online classes themselves.

b) Briefly describe the qualifications of new faculty to be hired.

JSU will need to hire one more professor whose degree/background in Instructional Technology or a related field permits development and teaching of these classes. Ideally we will seek a faculty member whose educational experiences complement current Instructional Technology professors. Since Drs. Barnes and Paynter have both held local school-based positions at the secondary level, we will attempt to seek a person with elementary school, middle school, or central office experience in addition to a solid instructional technology background. JSU may also utilize occasional part-time or adjunct professors to meet class needs.

2. Equipment. Will any special equipment be needed specifically for this program?

☐ Yes   ☒ No

If "Yes", please list:

The cost of the new equipment should be included in the table following (Section K.).

3. Facilities.   Will any new facilities be required specifically for the program?

☐ Yes   ☒ No

If "Yes", please list. Only new facilities need be listed. Their cost should be included in the table following (Section K.).

4. Library. Are there sufficient library resources to support the program?

☒ Yes   ☐ No

Please provide a brief description of the current status of the library collections supporting the proposed program.

The Houston Cole Library's collection supports the proposed program for a Master of Science in Instructional Technology through an extensive collection of monographs, serials, and access to online databases in education. The Education Collection includes 36,544 titles specifically in the Library of Congress Classification L (for Education). 8, 270 titles are specifically classified as "Theory & Practice of Education," which includes instructional research, education technology, and computer-assisted instruction. Additionally, a wide range of databases are available through

the Library' Web site for research in instructional technology. Full text articles, citations, and abstracts are available through databases such as ERIC, Education FullText (Wilson), Education Index Retrospective: 1929-1983 (Wilson), Education Index Retrospective: 1929-1983, (Wilson), The Alabama Virtual Library, Mental Measurements Yearbook, PsycInfo, PsychArticles, and ProQuest's Digital Dissertations. From the Library's yearly budget, an average of $24,396.86 is spent on education monographs. $23,844.00 is spent on education serials which include 174 journal titles specifically in educational technology, computer assisted instruction, and instructional technology. An extensive and current collection assessment on the Library's Education Collection is available on the Houston Cole Library Web site at: http://www.jsu.edu/library/information/collection_assessments.html

JSU also currently has an Office of Educational Technology that assists with online course development, implementation, and troubleshooting.

If "No", please briefly describe how any deficiencies will be remedied; include the cost in the table following (Section K.).

5. Assistantships/Fellowships. Will you offer any assistantships specifically for this program?

☐ Yes   ☒ No

If "Yes", how many assistantships will be offered? Be sure to include the amount in the table following.

| | Number of assistantships offered

Be sure to include the cost of assistantships in the table following (Section K.).

6. Program Budget. The proposal projected that a total of $ | 124,000 | in estimated new funds will be required to support the proposed program.

A projected total of $ | 124,000 | will be available to support the new program.

L. New Academic Degree Program Proposal Summary Form

➢ In the following "NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY" table, please provide a realistic estimate of the costs of the program.

➢ This should only include the additional costs that will be incurred, not current costs.

➢ Indicate the sources and amounts of funds available for the program's support.

➢ DO NOT LEAVE ANY PORTION/SOURCES OF THE NEW FUNDS OR FUNDS AVAILABLE BLANK. ENTER "$0" IF THERE ARE NO NEW FUNDS NEEDED OR NO FUNDS AVAILABLE.

➢ THERE MUST BE AN ACTUAL DOLLAR AMOUNT PROVIDED FOR TUITION, SINCE THOSE FIGURES REPRESENT PROJECTED ENROLLED STUDENTS.

➢ **If it is stated that new funds are requested or if it is a reallocation of resources, please explain directly below from what source(s) the funds for the proposed new program, (e.g. faculty, equipment, etc.) will be attained.**

Existing faculty is adequate for the program implementation. Additional faculty may be required by Year 4. Tuition, as detailed in the chart below, should fully pay for the additional professor's salary.

➢ **If tuition is used to support the program, what start-up revenue source will be used to initiate the program.**

Start-up revenue will not be needed to begin the program. As detailed below, there will not be a new professor hired for the first three years of the program, so this will give enrollment a chance to expand, and for prior years' tuition to be collected, before funds are needed to support a new position.

Also, include enrollment and completer projections.

➤ New enrollment headcounts are defined as **unduplicated** counts across years. For example, if "Student A" would be initially enrolled in the program in year 2, and again is enrolled in the program in years 4 and 5; "Student A" is only counted in the new enrollment headcount in year 2.

➤ Total enrollment headcounts represent the actual number of students enrolled (both part-time and full time each year. This is **a duplicated** count).

NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY

INSTITUTION _____ Jacksonville State University _____

PROGRAM _____ Master of Science in Instructional Technology _____

ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM

	Year 1	Year 2	Year 3	Year 4	Year 5	TOTAL
FACULTY	0	0	0	50000	50000	100,000
LIBRARY	0	0	0	0	0	0
FACILITIES	0	0	0	0	0	0
EQUIPMENT	0	0	0	0	0	0
STAFF	0	0	0	0	0	0
ASSISTANTSHIPS	0	0	0	0	0	0
OTHER (BENEFITS)	0	0	0	12000	12000	24,000
TOTAL	0	0	0	62000	62000	124,000

SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT

	Year 1	Year 2	Year3	Year 4	Year 5	TOTAL
INTERNAL REALLOCATIONS	0	0	0	0	0	0
EXTRAMURAL	0	0	0	0	0	0
TUITION	11064	26277	31809	35958	40107	145,215
TOTAL	11064	26277	31809	35958	40107	145,215

ENROLLMENT PROJECTIONS AND DEGREE COMPLETION PROJECTIONS

Note: "New Enrollment Headcount" is defined as unduplicated counts across years.

	Year 1	Year 2	Year 3	Year 4	Year 5	5-YEAR AVERAGE
FULL TIME HEADCOUNT	2	5	6	7	8	5.6
PART TIME HEADCOUNT	4	9	11	12	13	9.8
TOTAL HEADCOUNT	6	14	17	19	21	15.4
NEW ENROLLMENT HEADCOUNT	6	8	8	8	8	

						AVERAGE
DEGREE COMPLETION PROJECTIONS	0	5	6	6	8	5